U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): (Check all that apply, if any) ☐ Charter ☑ Title 1 ☐ Magnet ☐ Choice

Name of Principal: Mr. Verl L. O'Bryant

Official School Name: Alpine High School

School Mailing Address: 300 E. Hendryx
Alpine, TX 79830-2027

County: Brewster State School Code Number: 022901001

Telephone: (432) 837-7710 E-mail: vobryant@alpine.esc18.net

Fax: (432) 837-9813 Web URL: http://www.alpine.esc18.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Jose Cervantes Superintendent e-mail: jcervantes@alpine.esc18.net

District Name: Alpine Independent School District District Phone: (432) 837-7700

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Mo Morrow

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

11TX1

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2005.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 1 Elementary schools
   (per district designation) 1 Middle/Junior high schools
   1 High schools
   0 K-12 schools
   3 Total schools in district
2. District per-pupil expenditure: 6432

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area

4. Number of years the principal has been in her/his position at this school: 5

5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	0	0	0		7	0	0	0
1	0	0	0		8	0	0	0
2	0	0	0		9	39	41	80
3	0	0	0		10	37	41	78
4	0	0	0		11	32	36	68
5	0	0	0		12	34	41	75
							Total in Applying School:	301

6. Racial/ethnic composition of the school:

1 %	American Indian or Alaska Native
1 %	Asian
1 %	Black or African American
62 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
35 %	White
0 %	Two or more races
100 %	Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 6%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1, 2009 until the end of the school year.	8
(2)	Number of students who transferred ***from*** the school after October 1, 2009 until the end of the school year.	10
(3)	Total of all transferred students [sum of rows (1) and (2)].	18
(4)	Total number of students in the school as of October 1, 2009	301
(5)	Total transferred students in row (3) divided by total students in row (4).	0.06
(6)	Amount in row (5) multiplied by 100.	6

8. Percent limited English proficient students in the school: 4%

Total number of limited English proficient students in the school: 11

Number of languages represented, not including English: 3

Specify languages:

Spanish, Vietnamese, and Thai

9. Percent of students eligible for free/reduced-priced meals: 40%

   Total number of students who qualify: 121

   If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 13%

    Total number of students served: 40

    Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

0	Autism	0	Orthopedic Impairment
0	Deafness	8	Other Health Impaired
0	Deaf-Blindness	25	Specific Learning Disability
5	Emotional Disturbance	2	Speech or Language Impairment
1	Hearing Impairment	0	Traumatic Brain Injury
4	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	2	0
Classroom teachers	29	0
Special resource teachers/specialists	2	0
Paraprofessionals	4	0
Support staff	9	0
Total number	46	0

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 10:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	94%	95%	95%	95%	94%
Daily teacher attendance	97%	98%	97%	99%	98%
Teacher turnover rate	12%	18%	24%	19%	25%
High school graduation rate	100%	92%	97%	93%	90%

If these data are not available, explain and provide reasonable estimates.

The explanation for low student attendance is twofold. First, we have the challenge of living in an isolated area in which travel to medical specialists and other living necessities requires extensive travel often two days or more. Second, in both 2005-2006 and 2009-2010, we had wide-spread influenza outbreaks during the fall and spring semesters increasing the absence rate. We have addressed the attendance issue through the changing of a culture that did not place student learning at the center of all activity to that of a culture which values learning above all else. The staff and students have come up with an incentive program which has proven to be very effective. Our student attendance rate for the year is 95.93% year to date.

In addressing teacher turnover rates, our staff is small that a combination of retirees every year along with those who leave Alpine to teach in the cities adds up quickly. 95% of the staff that move out of Alpine move for reasons related to our remote location along with the low salary schedule. A young family with a two teacher/income can easily earn 10's of thousands of dollars more in the cities than in the small towns of West Texas. They also are attracted to the conveniences that the city has to offer. Our teacher turnover rate dropped last year in part due to our student success and culture that values learning. At this time, it is estimated that our turnover rate will be less than 10% for the same reasons.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	60
Enrolled in a 4-year college or university	50%
Enrolled in a community college	10%
Enrolled in vocational training	2%
Found employment	22%
Military service	15%
Other	1%
Total	**100**%

PART III - SUMMARY

Alpine High School is the only high school in Alpine ISD. Alpine, Texas is located in Brewster County, a rural area in west Texas in the heart of ranching country. The town is surrounded by the Davis and Glass Mountains within the breathtaking and stark Chihuahuan Desert. In an afternoon's drive, residents of Alpine can visit Marfa, home of the Marfa lights, Fort Davis, the McDonald Observatory, Big Bend National Park, Marathon, or Mexico. Many of Alpine's residents spend their entire lifetime in Alpine and those who choose to leave often return to raise their families. Family ties are strong and students in Alpine create strong friendships that last a lifetime. Because the school is small, there are no strangers. New students are welcomed into the fold and accepted as one of the group almost immediately. Newcomers are soon invited to participate in a game of football, to hang out at the park, or to a friendly game of "cops and robbers." Old-fashioned fun is still popular in Alpine.

Alpine High School students are busy. Students have the opportunity to play sports, participate in UIL academic events, and join service clubs such as Anchor Club or interest clubs such as 4-H or FFA. AHS students learn early how to balance school work and activities, taking books to read on the long bus rides to the basketball games or working on projects while they wait to compete at UIL meets. And, believe it or not, many students also work in the evening or on weekends. The businesses of Alpine support students on not only the field, court, and classroom, but also by employing student workers. Student employees learn job skills, contribute to the family income, and apply what was learned in the classroom to the real world.

Perched upon the mountain on the north side of Alpine is Sul Ross State University. The university's annual enrollment is approximately 2000. The range and animal science division trains students in wildlife management, veterinary assistance, meat science, and ecology. Pete P. Gallego, state representative for Brewster County, is an alumnus of SRSU. SRSU hosts annual rodeo, cowboy poetry, and art festivals. SRSU and the city of Alpine host several art festivals yearly and galleries dot the town in various locations. In the past four years dual enrollment at SRSU has increased from three to four students per semester to over thirty students per semester. AHS students enroll in a variety of courses including English, US History, Economics, Geology, and College Algebra. Alpine HS uses grant funds to pay for tuition so any student can take advantage of the opportunity. Students who are economically disadvantaged can receive free textbooks. Many students who take advantage of the dual enrollment program will be first generation college students. The experience of attending SRSU inspires students who might not otherwise have attended college to continue their post-secondary education experience after graduation. SRSU admission staff and the AHS counselor work together with first generation students to complete application and enrollment paperwork and most importantly, financial aid and scholarship forms.

About 62% of the 301 students attending AHS are Hispanic and approximately 35% are Anglo. 40% of the students are considered economically disadvantaged. Each year 50% of the graduating class enrolls in a four year college or university. 10% will attend a junior college or trade school and 15% will enter the armed forces. The largest employers in Alpine are Border Patrol, Alpine ISD, Sul Ross State University, the City of Alpine, and Brewster County.

Some of the blessings of living in Alpine also present some of the challenges. Many students have never hiked a mountain, seen Saturn through a telescope at the observatory, or walked the trails of Big Bend. Few have been inside the museum at Sul Ross, gazed upon the art in any of the many galleries in Marfa, or discovered the wild west at Fort Davis National Historical Park. Alpine High School teachers and staff are committed to overcoming these challenges in support of the campus mission statement; "*Provide a challenging learning environment that encourages students to take responsibility and become successful, productive, life-long learners."* In the teacher's lounge is a huge teacher made sign that leads this mission with the inspirational charge of, "Let's Get 'Em ALL!" The staff at Alpine High School will

not be satisfied until every student is graduated and on their own path to a successful future. Teachers are available before school, during lunch, and after school to students who need additional help. The coaching staff rearrange their practices to enable student athletes to seek and receive help prior to workouts. Students who are ready to accelerate their high school experience can take online courses for credit or enroll in dual enrollment during the summer. As an active Professional Learning Community, AHS staff continually seek to reach every student.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

In 2006, Alpine High School was in danger of being rated an academically unacceptable campus. Today, with even higher state and federal accountability expectations, Alpine High School is an exemplary campus. Training, data analysis, and student response to intervention are just a few of the critical components that played a part in turning Alpine High School into a school of quality instruction and student success.

Since 2006, the percent mastery that students must demonstrate has remained relatively constant for the reading and math state assessments. Ninth graders must master approximately 62% of the reading Texas Assessment of Knowledge and Skills and 60% of the math TAKS assessment. To demonstrate a commended performance, 9th graders must master 86% of the reading test and 86% of the math assessment. For tenth graders, met standard for ELA (writing and reading) and math and commended performance for both ELA and math is similar to the standards for 9th graders. For 11th graders, the met standard for ELA is 59% and math is 55%, both slightly lower than the standard for 9th and 10th graders. The commended performance standard remains consistent in 9th and 10th grade for both subjects.

In 2006, only 49% of all 9th grade students met the passing standard on the math assessment, and only 36% of the Hispanic students met the standard of 60%. Similarly, 59% of the 10th graders met standard and 79% of the 11th graders met standard. The commended performance levels were proportionally unacceptable with a 10% commended at 9th grade, 4% at 10th grade, and 6% for 11th grade.

Since 2006, scores in math for 9th graders have risen 47 percentage points from 49% to 96% for all students, 51 percentage points from 42% to 93% for Economically Disadvantaged students, and 60 percentage points from 36% to 96% for Hispanic students. Scores for 10th grade math students rose from 59% to 91% for all students, from 48% to 76% for Economically Disadvantaged students, and from 47% to 86% for Hispanic 10th graders – a gain of 39 percentage points. The most significant gain at 11th grade math occurred for the Hispanic students with a gain of 20 percentage points – an increase from 78% to 98%.

In English Language Arts, there has been little change since 2006 for the major subgroups. However, the percentage of Hispanic and Economically Disadvantaged students who met the commended level of performance for ELA 9-11 combined increased from 6% and 11% respectively to 30% and 27%.

In spite of significant gains for all students and the subgroups, gaps greater than 10 percentage points exist for met standard expectations in 9th and 10th grade math between All Students and Economically Disadvantaged Students and between All Students and Special Education Students. Gaps greater than 10 percentage points also exist between the same subgroups and grade levels in math for the commended results. It was during the 2007 NCLB comprehensive needs assessment that the gap between subgroups was first tackled by Alpine High School. Review of past professional development and current research identified sheltered instruction strategies and inclusion strategies as tools teachers could use to scaffold instruction for LEP students, Economically Disadvantaged students, and Special Education students. AHS teachers began purposely tracking students who were economically disadvantaged and providing them with encouragement and motivation. Teachers at AHS have continued since 2007 to see trainings to close the achievement gap between subgroups. The teachers and leadership have taken on professional development designed to alter the delivery of instruction and to create the type of learning environment that is most conducive to learning. Beginning in 2008-2009 school year, math teachers at Alpine High School began an intensive eighth grade transition summer program for students at risk of not passing Algebra I in high school. This program focuses not only on math skills, but also on brain theory. The students learn how their own brain is developing and learning how to process abstract information (such as Algebra); students learn that even when they are not getting every problem correct, they are still

learning. This understanding creates confidence and a desire to persevere through Algebra I and future math courses in spite of difficult assignments and confusion. As a final intervention each year, expert math teachers who have retired are contracted to provide intensive tutoring and moral support for key individual or small groups of students.

2. Using Assessment Results:

In years previous, Alpine ISD examined data by looking at the total percent of students who met the standard on the state assessment; Texas Assessment of Knowledge and Skills or TAKS. If the scores were unacceptable, new instructional programs were researched and purchased for the grade level and subject that did not meet the standard. Often as not, some success was seen, however, success was not consistent and poor results returned again.

The Chinese definition of insanity is doing the same thing over and over, expecting different results. Alpine HS decided to do something different. AHS began a search for the root cause and began to dig down deep into data – all the way to individual student expectations at the district, campus, and teacher level, and through the lens of every measured sub-group. Alpine HS decided that this information should be visible for all to see, so all could contribute. Step one was looking at the percent mastery of each student expectation for each course by teacher and by sub-groups. Because transparency and visibility were crucial to this process, teachers took their data spreadsheets, cut them into individual SE's (Student Expectations), and pasted them onto large chart paper in order of mastery, from low to high. Then teachers added other data to build the "story of the instruction." Teachers recorded when instruction occurred, if this was the first time it had ever been taught, or if there were supporting student expectations in the previous grade level.

As teachers planned instruction, they examined the document. If the student expectation mastery % was high, teachers would replicate last year's instruction. If the student expectation mastery % was low, teachers would examine the alignment between instruction, practice and assessment to identify the gap. Changes would be made to last year's instructional practice. Throughout the year, benchmark data was added to the document, and progress toward mastery was recorded.

Alpine High School's rallying cry is "Let's get 'em all". To get each student, 1 by 4 inch magnetic labels are created for each student for each test. On each label is their name, their % mastery score from the previous year, pertinent demographics, and test version. Teachers sort students from highest to lowest and begin creating intervention groups. Benchmark data and intervention strategies are recorded on each label to ensure every student receives their appropriate intervention.

3. Communicating Assessment Results:

It is the mission of the Alpine High School faculty and administration to create an atmosphere of transparency through open communication lines with all stakeholders. AHS seeks to provide all parties with the information necessary to understand the effectiveness of the high school as a whole and the educational development of individuals. Students need accurate information about their educational progress as they earn credits, seek to meet college entrance expectations, and meet the requirements on the state assessments. Students are provided 3 week progress reports, grade reports, and access to an online grade book program that enables students to track assignments and grades on a daily basis. Parents also have access to the same information that students receive.

Alpine High School students participate in a wide range of assessments including PSAT, ACT, SAT, COMPASS, ASVAB, and the state assessment, Texas Assessment of Knowledge and Skills, TAKS. The results and implications are communicated to students individually, helping the student to understand options and actions necessary to continue on to post-secondary experiences. The same information is available to each student's parent or guardian. Testing information meetings are scheduled several times during the school year for parents to attend and information about testing and college entrance exams is included in the AHS Course Selection Guide as well as on the high school website.

Parents of students who have not mastered one or more sections of the TAKS work with the school counselor or dean of instruction to complete a personal graduation plan for their child. During this process, parents share the goals they have for their child and ways they can support the school district in reaching these goals. Students also share their own personal goals for life beyond high school.

State performance data is shared with parents and the community through mail-outs, during public meetings, on the district website, and through public notices. Achievements are publicized on the local radio station, in the community newspaper, on the high school website, and on the district electronic sign. The high school principal and the superintendent attend various community forums and meetings such as Rotary Club, Kiwanis, and Lions Club to share state assessment results; explaining what the results mean for the school and district and any interventions currently in place and plans for future interventions.

4. Sharing Lessons Learned:

The very first time Alpine HS shared "lessons learned" about the road to Exemplary was during a CSCOPE training AISD hosted in the fall of 2009. Several state level CSCOPE representatives were present and while administrators were discussing planning with teachers, they kept referring to a "War Room". By lunchtime, Alpine ISD staff were telling the story of the data room, the V's or student expectation mastery charts, and the student data labels. The presenters took pictures and notes and at the end of that day's training, invited Alpine ISD to present a session about data at the state CSCOPE Conference in June.

Since that first meeting, Alpine has shared the fundamentals of building a data room and how to use data to change instruction and design interventions at the State CSCOPE Conference, at a Region 18 TASA meeting, at the Region 6 ESC Regional CSCOPE Conference, at TASA Mid-Winter Conference 2011, and with future administrators at Sul Ross State University. As a result of these presentations, several school districts including Muleshoe ISD, Kermit ISD, Marfa ISD, and Culberson-County Allamore School District contacted Alpine to visit the data room and to learn more about using data to change instruction and guide interventions.

During 2010 ASCD Differentiated Instruction professional development training, the regional ASCD director, who was present to observe the training, learned of the data room from teachers in attendance. After viewing the data room, she extended an invitation to Alpine ISD to attend a School Improvement Symposium in February 2011 in Alexandria, Virginia to share the data room experience with other administrators.

Alpine High School's Algebra I teacher presented the implementation process for and the positive results from the AHS summer transition program for entering freshmen to the National Blue Ribbon Conference in December 2010.

The most important sharing lessons learned is often happens within the district. The three AHS principals, superintendent and other key district staff meet regularly in campus data rooms to view new data collected, give suggestions and feedback, and ideas for ways to involve teachers in utilizing the data. The transparency builds a foundation of trust between departments, the schools, and the district.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Alpine High School students are required to take and pass four courses each in math: Algebra I, Geometry, Math Models, Algebra II, Pre-Calculus, AP Calculus AB; in science: Integrated Physics and Chemistry, Biology, Chemistry, Physics, Aquatic Science, Environmental Science; in English language arts: English I, English I Pre-AP, English II, English II Pre-AP, English III, English III AP, English IV and English IV AP; and in social studies: World Geography, World History, US History, Government, and Economics. In addition to these 16 credits, students must earn credits in physical education, speech, foreign language, fine arts, and electives which can include career and technology education courses, theater arts and journalism.

Alpine ISD provides CSCOPE, a comprehensive core curriculum, for the four core subjects to all teachers, kindergarten through 12th grade. CSCOPE curriculum delivers instruction through the 5 E Model. The district chose to adopt CSCOPE to provide teachers and students with an aligned, live written, taught, and tested curriculum. CSCOPE allows teachers to deliver high quality, rigorous instruction. Students who are enrolled in AP English III, AP English IV, AP Spanish III, AP Spanish IV, and AP Calculus AB receive instruction that is based on the AP College Board standards. All AHS AP teachers have attended the required AP trainings and have successfully submitted syllabi to the AP College Board.

Courses available in the fine arts program through the art department include: Art I, Art II Painting, Art II Drawing, Art III Painting, and Art III Drawing. Student artwork can be seen displayed during community art festivals such as Art Walk and Fiesta del Sol. Several student artists have graduated from Alpine High School and enrolled in post-secondary art schools. Students can also choose to participate in the theater arts program. Students in theater arts also take part in UIL One Act Play. Finally, students can also participate in the music program or band. During the summer of 2010, the Alpine Marching Band marched in the 2010 Fourth of July Parade in Washington, D.C.

The Alpine High School athletic program plays an important role in the Alpine community. Because of the small size of Alpine and the limited activities for young people, many students in Alpine participate in sports or athletics. AHS students can play football, basketball, volleyball, cross-country, golf, baseball, softball, tennis, track, and power-lifting. Athletes have competed at the state level in cross country and power-lifting and several teams have participated in competition at the semi-final level. AHS coaches understand the importance of education and support the classroom teacher on the field by creating time for tutorials and teaching students how to balance athletics and academics. Obesity awareness education guides students to become active as children, adolescents, and adults. Health education is incorporated into P.E. classes, biology classes and is available as a course. Parenting and Paternity Awareness education is included in the health curriculum.

Alpine High School students must take at least two years of a foreign language. Spanish I, Spanish II, Spanish II Pre-AP, Spanish III AP, and Spanish IV AP are the courses currently available at AHS. Several students every year earn college credit through Spanish III AP and Spanish IV AP testing.

Students in Alpine High School are able to broaden their academic experience through many UIL activities such as poetry, debate, ready writing, editorial writing, computer applications, and many more. Alpine High School has participated at the local, regional, area and state level UIL competitions.

Students who have demonstrated college readiness can enroll in dual enrollment courses at Sul Ross State University. At the university they can earn credits in core areas or in electives. At the university, students can experience core and elective courses that AHS is unable to offer such as: astronomy, guitar, photography, and French.

2. Reading/English:

English I, II, III, IV, Pre-Advanced Placement and Advanced Placement courses are based in the study of literature and language. Plays, novels, essays, nonfiction, argument, and poetry form the literary heart of the courses. Research and research preparation are also integral components of each course. As a preparation for further and more advanced studies in the subjects, the courses emphasize the difference between the use of literary language and other forms of discourse – and bridge social studies and science content. The courses are designed to raise the awareness of the students in terms of their understanding of a work of literary art. With this goal in mind, the classes focus on the harmonious conjunction of matter and manner that is the hallmark of the literary use of language.

The other major component of the courses is oral and written expression. This part of the courses deal with academic and creative writing, forms of oral expression such as reading aloud and verbal reflective response, presentations and group work. The courses cultivate globally aware, inspired, and lifelong learners of respected and world-renowned literary works. The courses help to guide students in their search of themselves, to encourage a sense of belonging in the world around them, and to help students become independent, lifelong learners. Students will be encouraged to develop respect for others and an appreciation of similarities and differences amongst each other. Students will utilize language as a tool for personal growth, social interaction, and for developing relationships within an international community. Students have continual opportunities to take responsibility for their learning, particularly through formative and summative assessment, target setting and personal reflection. Connections are made with other subject areas and also beyond the classroom.

To aid students reading below grade level the English department assigns the reading of novels both in and out of the classroom to encourage independent reading. The use of Reading Plus program is also utilized to help students gain fluency and comprehension. Students who have modifications or who are dyslexic utilize Kindles to enhance vocabulary, the literary experience, and an opportunity to participate in group discussions with an on-level novel. Students are able to enlarge text, look up unknown words, and listen to novels as they are studied in English class.

Finally, students who have demonstrated college readiness are able to enroll in English courses at Sul Ross State University or Odessa College.

3. Mathematics:

The Alpine High School Math program including the following courses: Algebra I, Geometry, Algebra II, Pre-Calculus, and AP Calculus. Several courses also include a Pre-AP component to provide advanced students with more rigor. Students, who want to take Calculus, must take both Algebra I and Geometry in their freshmen year. Students involved in UIL activities often miss afternoon classes when they travel to games and competitions. Because of this, we schedule regular math classes before lunch to ensure students who travel will not miss math instruction.

A variety of methods are used to improve low performing and average students. We begin by identifying 8th graders at risk of not being successful in Algebra I. These incoming 9th grade students attend a 14-day summer bridge program called Academic Youth Development, which uses brain theory to motivate student success. A college readiness summer Bridge Program is offered for 10th and 11th grade students who wish to enter college and have not yet been able to demonstrate college readiness on the TAKS test. Mandatory lunch tutorials are offered the first 25 minutes of the 50-minute lunch-break for TAKS failures, grades below 70 on benchmark exams, or a grade below 80 in the class. They may exit out with improvement in testing and grades. Alpine ISD has utilized the Optional Flexible Year calendar and scheduled eight "Fantastic Fridays" to provide intensive intervention to students who did not pass one or more sections of TAKS. Students who have lost credit can recover credit by attending a one-hour a day after school session for four days a week for 5-weeks and pass a semester exam. The math department says "No to Zeros"! We also allow students to check/correct all quizzes and tests during the regular tutorials before and after school. The data room helps all teachers be aware of all students' performance

on benchmark and previous TAKS tests. We collaborate with other departments so no student falls through the cracks. The math teachers at AHS have a combined total of 96 years of teaching experience between the teachers and they enjoy working with each other.

4. Additional Curriculum Area:

The Alpine High School history department inspires American patriotism. We instill an understanding and appreciation for the origins and meaning of Americanism – the basic philosophy and precepts of American government and economic life – to include basic human rights, the rule of law, private property, and the free market. It is important for us as role models to show examples of our patriotism and civic duty through encouraging the entire student body to participate in our special Veterans Day Program each year. This program not only includes Alpine High School, but also Alpine Elementary School, Alpine Middle School, and the entire Alpine Community. Through this yearly program we are able to witness first hand stories from our veterans, thank our veterans, and celebrate their service to our country.

We put emphasis on providing a proper grounding in American history and American civics in order to develop in our students a responsible sense of American citizenship, an appreciation for the blessings we enjoy as Americans, and an understanding for the role America has played as a force for good in the world. In order for students to really grasp the meaning of civic duty, we promote and support membership in the National Honor Society and the Alpine High Student Council. Both of these highly recognized organizations replicate the real world goal of being a life-long learner and extending that into actions.

We cultivate an appreciation for the history, values, and traditions of Western Civilization, and for the cultural, scientific, technological and religious contributions that the West has made to the advancement of humanity. We make students aware of and involve them in our rich local and regional history – the Big Bend, the Trans-Pecos, Texas, and the American West. Alpine is the host to the Big Bend Regional History Fair each year, in which students are immersed in an historical theme. The project is researched in depth by the students, and they become knowledgeable experts on that particular subject. History fair teaches history, engages students, energizes our curriculum, promotes high academic standards, encourages literacy, enhances assessment, teaches critical thinking, inspires curiosity, recognizes student strengths, and activates civic engagement.

5. Instructional Methods:

Alpine High School teachers and instructional leaders recognize that quality initial instruction is vital to student success. Therefore, AHS teachers seek to develop lessons that meet the needs of all learners. Teachers develop units collaboratively, incorporating the 5 E Model of Instruction into the activities and create formative and summative assessments that reach the level of rigor equal to the state assessment and/or AP test. The 5 E Model consists of five phases. The first phase, Engage, initiates the learning task and creates connections between past and present learning experiences. During the second phase, Explore, students have time to investigate objects, materials, and situations to establish relationships, observe patterns, identify variables, and question events. The third phase, Explain, focuses the student's attention on a particular concept, process or skill relative to the learning experience. In Elaborate, or the fourth phase, students apply, extend, or elaborate the concepts, processes or skills learned, developing a deeper and broader understanding. In the fifth or final phase, Evaluate, students assess their understanding and abilities and provide opportunities for teachers to evaluate student progress.

Instructional technology and technology applications are incorporated into lessons to fully engage students and to provide opportunity to apply 21st Century Skills. Each core teacher has an interactive white board and the ability to connect to the internet to bring virtual experiences into the classroom. Laptop carts are available to teachers to use for student research or for students to create products and presentations.

Because a large percentage of Alpine High School students are economically disadvantaged, the staff has worked with ASCD and other professional development providers to differentiate instruction. Sheltered instruction methods designed for ELL students are also effective for students from disadvantaged homes. Teachers use high level academic language purposely with appropriate scaffolding and word walls. Additionally, teachers create an environment of high expectations. Students are not allowed to choose not to participate. Because one size does not fit all, teachers seek all manner of motivations to keep students successful and believing in their own future.

6. Professional Development:

Alpine High School focuses staff development in three categories: Content, Pedagogy, and the Student. Content specific trainings include AP Institutes, CTE Conferences, TEKS training, ELPS, Open-ended Response Training, Data Center training with Clarification Activities, CSCOPE, and TAKS alignment training, to name the mostly frequently attended content trainings. Course content trainings scaffold content knowledge teachers own with the specific requirements of the TEKS. While every teacher at Alpine High School in the core area is currently certified and considered highly qualified, there are specifics sited in the TEKS that might not have been a part of the teacher's post-secondary training at their university. Teachers are trained in assessment alignment. Past data analysis and examination of instructional materials revealed that instruction and application did not match assessment and it was no surprise that students performed poorly on the assessment.

Presentation of content knowledge by teachers in the classroom is insufficient. Teachers must know how to provide experiences that will enable students to retain and apply the TEKS. Teachers gain knowledge of ways to provide these experiences as a result of professional development experiences such as differentiated instruction, sheltered instruction, inclusion, 5 E Model, GT and vocabulary strategies. A staff development matrix for each training is maintained to ensure that the entire staff is proficient in the same strategies. Common strategies create less confusion and more consistency for at risk students.

Finally, teachers participate in trainings and activities designed to help the teacher connect with the student as individuals. Teachers learn how to develop relationships with students and how to recognize different learning styles and personalities to reach and teach each student. Teachers have learned to recognize their own personality style and how that style can contribute or interfere with learning. Teachers also attend classroom management trainings that enable them to make the most of their learning environment. Alpine High School seeks high levels of active engagement, not compliance.

Professional Learning Communities bring all three types of professional development together. By examining student data and collaborating regularly, teachers are able to have honest dialogue regarding personal and team performance. Honest, open communication during planning creates an inclusive environment where professionals can share and receive constructive feedback. Student achievement at Alpine High School can be directly attributed to the positive relationships teachers have with students and the intimate knowledge teachers have of their content and the alignment to the state assessments.

7. School Leadership:

Alpine High School is a Professional Learning Community through shared leadership and decision making. The principal has high expectations of all staff from department chairs to cafeteria workers and instructional aides. Every staff member is considered a professional and is expected to act professionally. Teachers meet weekly with Department Chairs to plan and collaborate for instruction and interventions at the subject level. The Department Chairs meet weekly with the principal to plan and collaborate for instruction and intervention at the campus level. The principal believes in the capacity of his staff and their ability to work together to provide high quality, rigorous instruction to all students. An example of professional creativity occurred during the summer of 2010. The state assessment scores had arrived and clearly showed that Alpine High School would be an exemplary campus. However, the scores revealed that not every student had mastered every test and that some students were not able to demonstrate college readiness. In the past, early morning and after school tutorials were the common

option for students in need of intervention. The Department Chairs knew something different was needed as many students rode the bus to school and home and many of the students who drove to school chose not to attend tutorials in the morning and were committed to athletics in the afternoon. With the help of the Dean of Instruction, a few of the chairs took the master schedule and devised a lunch alternative that would contain a mandatory tutorial period for students who did not master the TAKS test. Teachers were assigned small groups of students at one of two intervention periods. The teachers used data to determine in what interventions students should participate and what instructional experiences the students needed. Ideas such as this are successful at Alpine High School because the principal believes the teachers are professionals and values their input. In return, the teachers trust the principal, value his leadership, and demonstrate professionalism and meet his high expectations.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 10 Test: TAKS

Edition/Publication Year: 2005 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	91	83	58	51	59
Commended	38	14	10	6	4
Number of students tested	68	70	60	71	69
Percent of total students tested	88	89	90	92	88
Number of students alternatively assessed	8	9	5	3	8
Percent of students alternatively assessed	10	11	7	4	10
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	76	70	52	40	48
Commended	14	10	10	3	0
Number of students tested	21	30	21	30	29
2. African American Students					
Met Standard					
Commended					
Number of students tested					
3. Hispanic or Latino Students					
Met Standard	86	72	47	38	47
Commended	26	12	3	3	0
Number of students tested	42	43	36	34	36
4. Special Education Students					
Met Standard					
Commended					
Number of students tested					
5. English Language Learner Students					
Met Standard					
Commended					
Number of students tested					
6. White					
Met Standard	100	100	76	64	73
Commended	58	19	24	9	9
Number of students tested	24	27	21	33	33
NOTES:					

11TX1

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 10 Test: English Language Arts

Edition/Publication Year: 2005 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	93	89	91	93	94
Commended	11	18	20	18	14
Number of students tested	71	74	66	73	70
Percent of total students tested	93	94	96	97	88
Number of students alternatively assessed	4	5	3	2	7
Percent of students alternatively assessed	5	6	4	3	9
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	78	79	88	88	94
Commended	4	15	8	13	6
Number of students tested	23	34	25	32	32
2. African American Students					
Met Standard					
Commended					
Number of students tested					
3. Hispanic or Latino Students					
Met Standard	89	89	90	100	95
Commended	9	18	7	11	3
Number of students tested	44	44	41	35	37
4. Special Education Students					
Met Standard		60			
Commended		0			
Number of students tested		10			
5. English Language Learner Students					
Met Standard					
Commended					
Number of students tested					
6. White					
Met Standard	100	93	91	88	94
Commended	16	29	36	24	27
Number of students tested	25	29	22	34	33
NOTES:					

11TX1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 11 Test: TAKS

Edition/Publication Year: Spring 2010 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	98	92	82	84	79
Commended	19	25	18	13	6
Number of students tested	62	60	68	64	66
Percent of total students tested	86	92	93	86	87
Number of students alternatively assessed	8	4	4	9	9
Percent of students alternatively assessed	11	6	5	12	12
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	96	85	75	85	79
Commended	7	12	13	10	4
Number of students tested	28	26	32	20	24
2. African American Students					
Met Standard					
Commended					
Number of students tested					
3. Hispanic or Latino Students					
Met Standard	98	86	78	85	78
Commended	15	17	19	9	5
Number of students tested	41	35	36	34	41
4. Special Education Students					
Met Standard					
Commended					
Number of students tested					
5. English Language Learner Students					
Met Standard					
Commended					
Number of students tested					
6. White					
Met Standard	100	100	89	83	95
Commended	29	38	14	17	10
Number of students tested	21	24	28	29	20
NOTES:					

11TX1

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 11 Test: English Language Arts

Edition/Publication Year: 2005 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	100	98	96	95	92
Commended	41	28	34	30	17
Number of students tested	66	61	67	66	64
Percent of total students tested	90	95	93	89	83
Number of students alternatively assessed	5	2	3	8	9
Percent of students alternatively assessed	7	3	4	11	12
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	100	96	94	95	95
Commended	37	19	16	27	9
Number of students tested	30	26	32	22	22
2. African American Students					
Met Standard					
Commended					
Number of students tested					
3. Hispanic or Latino Students					
Met Standard	100	97	100	97	93
Commended	40	17	21	22	5
Number of students tested	42	36	33	36	40
4. Special Education Students					
Met Standard					
Commended					
Number of students tested					
5. English Language Learner Students					
Met Standard					
Commended					
Number of students tested					
6. White					
Met Standard	100	100	93	93	89
Commended	42	42	47	40	44
Number of students tested	24	24	30	30	18
NOTES:					

11TX1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 9 Test: TAKS

Edition/Publication Year: 2005 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	96	81	84	54	49
Commended	35	46	21	6	10
Number of students tested	74	70	67	63	77
Percent of total students tested	94	92	91	90	92
Number of students alternatively assessed	4	6	7	7	4
Percent of students alternatively assessed	5	8	9	10	5
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	93	65	76	44	42
Commended	33	23	18	0	9
Number of students tested	30	26	33	25	33
2. African American Students					
Met Standard					
Commended					
Number of students tested					
3. Hispanic or Latino Students					
Met Standard	96	78	79	43	36
Commended	28	42	17	0	7
Number of students tested	46	45	42	37	42
4. Special Education Students					
Met Standard					
Commended					
Number of students tested					
5. English Language Learner Students					
Met Standard					
Commended					
Number of students tested					
6. White					
Met Standard	96	87	92	70	66
Commended	44	57	29	17	13
Number of students tested	27	23	24	23	32
NOTES:					

11TX1

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 9 Test: Reading

Edition/Publication Year: 2005 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	99	96	94	89	92
Commended	42	29	32	38	17
Number of students tested	76	73	71	66	76
Percent of total students tested	96	96	95	88	86
Number of students alternatively assessed	3	3	3	5	4
Percent of students alternatively assessed	4	4	4	7	5
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	100	93	89	88	94
Commended	34	18	21	31	18
Number of students tested	32	28	38	26	34
2. African American Students					
Met Standard					
Commended					
Number of students tested					
3. Hispanic or Latino Students					
Met Standard	98	94	93	87	89
Commended	41	21	20	26	9
Number of students tested	46	47	44	39	44
4. Special Education Students					
Met Standard			60		
Commended			10		
Number of students tested			10		
5. English Language Learner Students					
Met Standard					
Commended					
Number of students tested					
6. White					
Met Standard	100	100	96	96	97
Commended	45	46	56	54	24
Number of students tested	29	24	25	24	29
NOTES:					

11TX1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	95	85	75	63	62
Commended	31	29	16	8	7
Number of students tested	204	200	195	198	212
Percent of total students tested	89	91	91	90	89
Number of students alternatively assessed	20	19	16	19	21
Percent of students alternatively assessed	9	9	7	9	9
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	90	73	70	53	55
Commended	19	15	14	4	5
Number of students tested	79	82	86	75	86
2. African American Students					
Met Standard					
Commended					
Number of students tested					
3. Hispanic or Latino Students					
Met Standard	93	78	68	55	54
Commended	23	24	13	4	4
Number of students tested	129	123	114	105	119
4. Special Education Students					
Met Standard	79	50	20		
Commended	7	8	0		
Number of students tested	14	12	10		
5. English Language Learner Students					
Met Standard					
Commended					
Number of students tested					
6. White					
Met Standard	99	96	86	72	75
Commended	44	36	22	14	11
Number of students tested	72	74	73	85	85
NOTES:					

11TX1

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	97	94	94	93	93
Commended	31	25	29	28	16
Number of students tested	213	208	204	205	210
Percent of total students tested	93	95	94	92	86
Number of students alternatively assessed	12	10	9	15	20
Percent of students alternatively assessed	5	5	4	7	8
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	94	89	91	90	94
Commended	27	17	16	23	11
Number of students tested	85	88	95	80	88
2. African American Students					
Met Standard					
Commended					
Number of students tested					
3. Hispanic or Latino Students					
Met Standard	95	93	94	95	92
Commended	30	19	16	20	6
Number of students tested	132	127	118	110	121
4. Special Education Students					
Met Standard	96	68	56		
Commended	13	5	6		
Number of students tested	23	22	18		
5. English Language Learner Students					
Met Standard					
Commended					
Number of students tested					
6. White					
Met Standard	100	97	94	92	94
Commended	35	34	47	38	30
Number of students tested	78	77	77	88	80
NOTES:					

11TX1